ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002587	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: An Interest Approach to Reading

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Oriskany Elementary School
ST. CITY, STATE Oriskany, New York

9. PUBLISHER OR SOURCE
Oriskany Elementary School
Oriskany, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	12

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)

elementary education	language arts	reading		
experimental studies	teaching methods	textbooks		
audiovisual aids	assignments	achievement		
		interests		

17. ABSTRACT (MAX. 250 WORDS)

An experimental first grade reading program emphasizing uninterrupted story reading was reported. Subjects consisted of one of three unselected first grades in an elementary school. Instead of using workbooks and having such formal tests as vocabulary lists and end-of-book tests, pupils read a new story every morning, repeated it in the afternoon and at home in the evening for their parents, who were instructed to listen to their children for at least ten minutes a day. The initial reading was supplemented through use of the overhead projector and transparencies of the reading books. Story continuity was not broken nor were new words analyzed while reading progressed. New words were supplied by the teacher during the first reading, which was a choral reading.

The reading materials consisted of ten preprimers, six primers, four first grade books, three early second grade books, and ten supplementary books at varying levels. Titles and publishers of all the materials were listed.

Although the experiment was not controlled, certain observations were warranted. Pupil and parent interest was high. Third grade teachers reported that their classes (the first participants in the experimental program) were significantly advanced in reading interest and ability. Although results of the Bond-Clymer-Hoyt Developmental Reading Tests did not show significant differences between the experimental and regular classes, the experimental classes scored slightly higher. The general increase of interest in the program appeared to influence positively the results in all classes..

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

N.Y.S.Ed Depart

RECEIVED
JAN 29 1965
CENTER ON INNOVATION
IN EDUCATION

AN INTEREST APPROACH TO READING

ORISKANY ELEMENTARY SCHOOL

ORISKANY, NEW YORK

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

ED002587

J0763

ORISKANY ELEMENTARY SCHOOL

ORISKANY, NEW YORK

George O. Story, Supervising Principal
Kenneth J. Gadbow, Elementary Principal
Burdelia Hilton, Teacher Grade I

ED002587

Background - How Did It Start?

Oriskany Central School's reading has been traditional. Readiness work has preceded formal reading. Groups have been formed early in the first grade; and pupils have been tested carefully as they proceed from one book to the next to make sure they are 90% perfect or better in their mastery of the words in isolation. Repetition of a book sometimes was felt to be necessary to insure intensive mastery. Workbooks were used to accompany the reading of a basic text.

A prolonged examination of this typically traditional program revealed:

The program seemed to work well for better readers; a fairly large number of children (usually poorer readers) become bored by delay and repetition demanded for mastery of a given level; workbook efforts of these poorer readers were generally discouraging; much possible reading time seemed to be lost through extended motivational exercises and lengthy vocabulary development; dissection of words (phonetic analysis) often interrupted the reading of a story to the extent that the thread and unity of the story was lost; early grouping presented problems; and in general children seemed to read comparatively little, few first graders reading beyond the "1^{2}" levels and many entering grade two reading materials rated below that.

Philosophy

The Oriskany experimental program assumes that reading and intelligence are not the same. Pupils of low and average ability are frequently fluent "talkers". This interest approach uses the same psychological principles by which a child learns to talk at home without test or workbook. Authorities are agreed that the typical six-year old has a speaking vocabulary of more than 2,500 words and a meaning vocabulary of about 17,000 words.

At what point in the learning to talk process could the beginning talker be safely tested and not judged a total failure by currently used school standards? What would happen to the beginning talker if he were restricted in his listening to twenty odd words until he had completely mastered them?

The philosophy upon which this interest approach to reading rests assumes that such restriction on experience would be most harmful. It (the program) accepts the unproven belief that initial reading experiences have much in common with early experiences in speech.

No one tests the beginning talker or fails him. He hears nothing but encouragement. He is not "frustrated" because no one frustrates him; and above all, pupils should not be prevented from learning to read because they are not thinkers.

Mechanics of the Program

On February 1, 1960, one of the three unselected first grades in the Oriskany system initiated the attempt to transfer conviction to cooperative action. Workbooks were abandoned; formal testing (vocabulary lists, end of book tests) were eliminated; almost uninterrupted story reading morning, afternoon and evening became the program. Already established groups were continued. A new story was introduced in the morning, repeated in the afternoon and read at home to mother and dad in the evening.

Little or no effort was made to interrupt the continuity of the story or to analyze or explain new words while reading was in progress. New words were supplied by the teacher in the first reading of the story to enable the reader to continue and to enjoy the story. The first reading of the story is a reading together or choral approach. All pupils follow the story. Line markers are used in the beginning.

During the reading time no special effort is made to drill, test or teach letter sounds. Every child has a book at home and a book at school.

Before the program was established, parents were called together to discuss the idea. Their response and cooperation were gratifying. This seemed to be a sharing by school and home which they had always wanted. They were instructed to provide an uninterrupted reading time (if only for ten minutes) when Junior could read the story he had enjoyed in school. If the child hesitated over a word, parents were to supply the word quickly without drawing attention to the assistance given.

Additional books were purchased, always in sufficient quantity to supply each child with a book in school and one at home.

At the beginning of the first full year of this program (January 1961), an overhead projector was supplied. Transparencies of the reading books were made, and most introductory reading was accomplished in the morning using the overhead projector.

A program in phonetic development is prepared for a "laboratory" class which is not immediately associated with the reading classes. This provides the teacher the opportunity to evaluate children's use of phonetic skills without confusing the immediate purpose of reading.

Evaluation of the Program

This has not been a controlled experimental program; first grade classes are only informally equated. The following observations are possible:

1. Pupil interest has been very high in grade one.
2. Grade three teachers report that their present classes (the first to have been part of the extensive reading program) are significantly advanced in reading interest and ability.
3. Parent interest has continued very satisfactorily.
4. The Bond-Clymer-Hoyt Developmental Reading Tests (Lyons Carnahan) were administered to the three classes of grade one at the end of May, 1960, and again in June, 1961. Below is a brief report of obtained results.

	Grade Norm	Basic Vocabulary	General Comprehension	Specific Comprehension	Average* Achievement
June 1960					
Experimental Group	1.9	2.4	2.7	2.8	2.6
Grade 1^2	1.9	2.4	2.8	2.5	2.5
Grade 1^3	1.9	2.1	2.3	2.4	2.3
June 1961					
Experimental Group	1.9	2.4	2.8	2.7	2.6
Grade 1^2	1.9	2.4	2.8	2.5	2.5
Grade 1^3	1.9	2.4	2.5	2.4	2.4

*Developmental Reading Tests - Bond-Clymer-Hoyt, Lyons Carnahan Publishing Co.

It is apparent that test differences are not significant. It is interesting to note that the general increase of interest in the program appears to be positively influencing the results in all classes. Some of the pilot group materials and philosophy have infiltrated the other two first grades. Rigid control has not been the policy.

Materials Used in Instruction

Available to the instructor are the following basic reading materials:

Pre-Primer:

Look and See	Scott, Foresman Co.
Come and Go	Scott, Foresman Co.
Work and Play	Scott, Foresman Co.
Tip	Houghton Mifflin Co.
Tip and Mitten	Houghton Mifflin Co.
Ted and Sally	Macmillan Co.
Open the Door	Row, Peterson Co.
Guess Who	Scott, Foresman Co.
Skip Along	Row, Peterson Co.

Primers (1^1):

Fun with Dick and Jane	Scott, Foresman Co.
Little White House	Ginn Co.
Tommy Little	Macmillan Co.
Jack and Janet	Houghton Mifflin Co.
On Cherry Street (1st reader)	Ginn Co.

Grade One (1^2):

Our New Friends	Scott, Foresman Co.
Up and Away	Houghton Mifflin Co.
Merry Go Round	Charles E. Merrill Co.

Grade Two (2^1):

It Happened One Day	Row, Peterson Co.
Happiness Hill	Charles E. Merrill Co.

Supplementary Reading Materials:

Big, Bigger, Biggest	The Garrard Press
In the Woods	" " "
Some Are Small	" " "
Tommy's Pets	" " "
Dog Pals	" " "
Up the Street and Down	American Book Co.
Jim and Judy	Macmillan Co.
Under the Sky	Macmillan Co.
High on a Hill	Macmillan Co.

Use of the Overhead Projector
in
Primary Reading Instruction

We have extended the supply of available materials for primary reading by preparing transparencies for use with the overhead projector. The use of the projector does not replace reading books but does provide another extremely interesting reading experience.

Our primary purpose was to extend the valuable "big book" reading at the beginning of Grade One. By preparing transparencies of pre-primers we can extend the reading of large type print before and accompanying the use of books. Large group instruction is better and more easily accomplished.

Transparencies are projected on a class room wall (we earlier tried screens which generally proved small and inflexible positionwise); the instructor may sit at the projector facing the group, or she may sit facing the projected image, particularly during the early lessons when the teacher uses a card to expose only one line of the story at a time.

Kenneth J. Gadbow
Elementary Principal

After using the projector for nearly a year, I feel that it is a very worthwhile teaching device.

It provides a new and different experience for the children, giving repetition while providing stimulation.

The large print enables all children to see.

The children are able to read many more books during the year.

The projector can be used for choral reading of the daily lesson before the children read individually from their books. This is a great help to the slow reader, familiarizing him with the words he does not know.

I also feel that it tends to increase motivation to further enjoy other phases of audio visual activity that are experienced both singly and in groups.

Mrs. B. Hilton
First Grade Teacher

Dear Parents,

This little note will summarize the meeting held in Mrs. Hilton's first grade classroom Wednesday evening, February 3.

The purpose of the meeting was to explain a plan for strengthening our reading program. Parents, the teacher, supervising principal and elementary supervisor attended the meeting.

We agreed that parents would encourage children to read to them the story read in school each day. The school will furnish copies of the books the children are reading. These books may be kept at home until a new book is to be used. Children will be asked to return the "borrowed" books and may then take home a copy of the newest book.

The following items are important, and parents will be wise to remember them:

Listen to your child read each day, if for only ten minutes.

When he doesn't know a word, pronounce it for him - do nothing more.

Try to give your child complete attention for this short time - he is sharing with you.

Do not attempt to teach phonics - the school will assume this responsibility. Make the reading time a pleasant time.

This is a very real opportunity for parents to feel close to the classroom, and to share the activity of the school. We feel sure the results will be gratifying and that you can be part of your child's successful venture into reading.

Sincerely,

The Elementary School Staff

Dear Mrs. Hilton,

I just want to take this opportuni[illegible] to tell you know very enthusiastic my husband and I both are about the first grade reading plan. I think it is just wonderful! I often wondered when the children were pre-school age just how to de-develop a love of books in them. Congratulations to you for taking the time and patience for this most important task.

Sincerely,

_____